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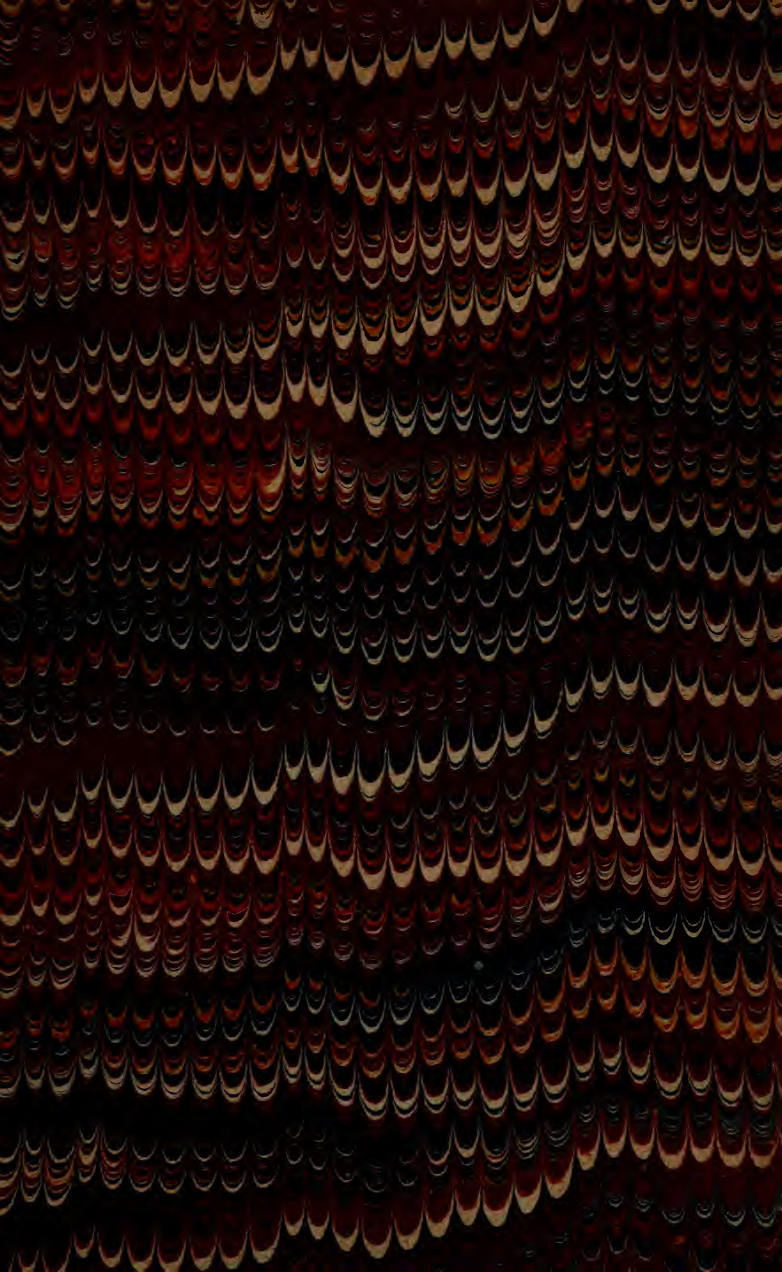
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3
2nd ed.
1875

A
FIRST CIRCLE
IN
ENGLISH GRAMMAR,
FOR
BEGINNERS.

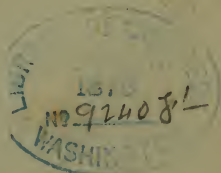
BY
Thomas
Duffy
T. R. VICKROY.

Activity is a law of childhood; therefore accustom the child to do.

—PESTALOZZI

Practice always precedes theory. We do the thing before we understand why we do it.—AGASSIZ.

89
Carl V.



—

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Preface.

The following is the first of a series of little books designed to treat the subject of Grammar inductively and synthetically. In its widest sense, grammar treats of the elements of language, and hence its study begins with the first day of the child's school life.

Two objects are sought in language culture: 1. To enable the pupil to express his own thoughts, and 2. To enable him to gain knowledge from what others have written.

School instruction usually begins with the study of letters. The child, in learning to read and spell, learns words and grasps the notions which they express. He thus learns the *use* of language before he studies the principles on which it is based. While this process is going on, the habit of correct speaking should be cultivated. Every error should be corrected *when it occurs*, nor should this be postponed to a later period.

When the child begins the Fourth Reader, he is capable of reflecting on the forms he has been accustomed to use. His powers have been so far developed that he may begin a systematic study of language.

This Circle is designed to conduct him through the first stage of this technical study. At first a few principles only are presented and elucidated. That these may be thoroughly fixed in the mind, ample drills are prepared with suggestions by which the teacher can extend them as far as may be deemed necessary. The principle of this book is the *minimum* of statement and the *maximum* of exercise. This will give concreteness to the instruction, and prevent the cramming of the memory with incomprehensible statements.

The pupil must learn how to express his own thoughts—he must learn the use of oral and of written language. As the exercises are to be prepared in writing, the pupil will learn practical composition. He learns how to express thought and how to clothe it in its accustomed forms. Capitals and punctuation marks are learned and fixed by suit-

able exercises, and then their use is continually required in the following exercises. Thus the pupil will learn, in a practical way, the *grammatical, lexical* and *rhetorical* elements of the language, and at the same time, he will have gained a cultured power.

The historical element of the language will receive the care its importance demands. In the earlier Circles, English and German will be compared for two reasons :

1. These languages have a common origin, both being Teutonic or Gothic, and 2. The English is so extensively studied by Germans that the labor of acquiring either language will be lessened, if all technical terms are identified and the agreements and differences are clearly pointed out. The comparison itself is of great educational value, especially as a preparation for the study of literature.

While the method of the Circles is inductive and synthetic, the analysis of thought will not be overlooked. Since language is the product of the discursive faculty and this faculty has its laws of action, it is evident that the elements of language may be reduced to a few fundamental types. Beginning with subject and predicate, element after element will be introduced until sentences of the most involved structure are *fully* mastered.

From this it will be seen, that the author has attempted to unify the prominent tendencies of the age, by combining the prominent features of each.

On the psychological side, the plan and arrangement, it is believed, will accord with the laws which govern mental development.

Mr. Thomas Davidson has read the MSS. and proofs, and has made many valuable suggestions.

The Table of Contents will best exhibit the plan of the book.

St Louis Aug. 1875.

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CHAPTER I.

The Sentence and its Parts

(*Der Satz und seine Eintheilung*).

1. OBJECTS (*Gegenstände*).

 Let the teacher call attention to the things in the school room; for instance, let her point to the desk and ask—

How do you know that this desk is here? [*I can see it, and I can touch it.*] Tap the bell. A sound will be heard. Take an apple. It may be tasted. A flower may be smelt. Now ask such questions as these: *What things can you see? What things can you hear? What things can you touch? What things can you smell? What things can you taste?*

Is there anything that you cannot *see, hear, touch, taste or smell*? Yes. There are things which I **CAN THINK**. I can **THINK** things, such as *nothing, nobody, something, power, truth, wisdom, goodness, etc.* By what means may we know objects? [*Through our senses or through our understanding.*] Hence—

DEFINITION.—Anything that we can *see, hear, touch, taste, smell or think*, is called an Object (*Gegenstand*).

EXERCISE (*Uebung*).

 Let the pupil write the names of *five* objects he can *see, hear, touch, taste, smell, think*.

2. OBJECTS AND WORDS (*Gegenstände und Wörter*).

 Let the teacher take a rubber and erase something from the blackboard. Ask: *What does the rubber do?* [*The rubber rubs out, or erases.*] Let the pupils write this sentence on their slates. After all have written it carefully, let the teacher write it on the board, and ask her pupils what the crayon does? (*The crayon marks.*) Let this sentence be written as before.

Now let the teacher ask *Where is the rubber?* *Where is the chalk?* From such examples and such questions the difference between an object and a word may be clearly brought out.

Let the teacher continue this exercise until the distinction between an object and a word is clearly apprehended by her class. Words relate to objects. In the sentence *Trees grow*, both words relate to trees. So in any group of words. The various elements of an object are pressed out (*ausgedrückt*) into words. Hence—

DEFINITION.—*A Word is what is spoken or written to denote an object, or to express something about it.*

3. THE SENTENCE (*Der Satz*).

 Let the teacher write several sentences on the board.

EXERCISE (*Uebung*).

Henry writes. Charles laughs. Mary plays. George reads. William jumps. Birds sing.

 *These words denote objects, and tell something about them.*

. MODEL.—“Henry writes.” In these words something is said of *Henry*. It is said that he *writes*.

Each sentence should be analyzed in this way.

REMARK.—We think objects as *acting*, as in some condition, but when we come to formulate our thought in language, we expand it into two or more words. A Sentence is a thought expressed in words. The object supplies the matter, but the mind thinks it into form. Hence—

DEFINITION.—A Sentence is a word or combination of words in which something is said of an object.

4. THE PARTS OF THE SENTENCE (*Die Glieder des Satzes*).

 In every sentence there are two parts, viz:

1. The word or words denoting the object about which something is said.
2. The word or words expressing what is said of the object.

EXERCISE (*Uebung*) II.

Birds fly.	Squirrels frisk.	Rabbits burrow.
Frogs leap.	Eagles soar.	Serpents hiss.
Bears growl.	Doves coo.	Cattle graze.

MODEL.—“Birds fly.” *Birds* denotes the object about which something is said. *Fly* expresses what is said of these objects.

5. THE SUBJECT (*Das Subjekt*).

The word or words denoting the object about which something is said, is called the Subject. Hence—

DEFINITION.—The Subject is the word or words denoting the object about which something is said.

EXERCISE (*Uebung*) II.

Kites fly.	Kittens play.	Balls bounce.
John talks.	Sarah sings.	Emma cries.

MODEL.—“Kites fly.” *Kites* is the Subject, because this word denotes the object about which something is said.

 Be careful to associate the words *subject* and *object* about which something is said.

6. THE PREDICATE (*Das Prädikat*).

 The word or the group of words which assert [say, tell,] something about an object, is called the Predicate. Hence—

DEFINITION.—The Predicate is the word or words which assert [say, tell,] something about an object.

EXERCISE (*Uebung*) II.

George draws.	Emile reads.	Frank walks.
James studies.	Mollie sings.	Maggie plays.

MODEL.—“George draws.” *Draws* is the predicate, because this word asserts something about the object *George*.

 Be careful to associate the words *Predicate* and *asserts something about an object*.

EXERCISE (*Uebung*) IV.

 Copy the following sentences, and mark the subject and predicate by drawing a single line under the subject, and a double line under the predicate:—

MODEL.—Boys play.

- | | | |
|-------------------|-----------------|------------------|
| 1. Crows croak. | 5. Girls laugh. | 9. Horses neigh. |
| 2. Birds sing. | 6. James hides. | 10. It snows. |
| 3. Children romp. | 7. Clara sings. | 11. We walk. |
| 4. George skates. | 8. Jane dances. | 12. You talk. |

NOTE TO THE TEACHER —Let your pupils prepare their exercises on paper, and, after correction, write them in exercise books.

EXERCISE (*Uebung*) V.

 Complete the following sentences, writing them neatly on paper and marking the subject and predicate.

- | | | |
|---------------|----------------|-----------------|
| 1. reads. | 5. Harry..... | 9. Percy..... |
| 2. Boys..... | 6. sleeps. | 10. Birds..... |
| 3. play. | 7. runs. | 11. Horses..... |
| 4. Girls..... | 8. talk. | 12. sings. |

EXERCISE (*Uebung*) VI.

 Form sentences, using the following words as subjects, writing them and marking them as before.

Apples, oranges, melons, houses, cars, bridges, geese, oxen, mules, sheep, wagons, horns, toys, dolls.

EXERCISE (*Uebung*) VII.

 Form sentences, using the following words as predicates, writing them and marking as in *Ex. V*.

Yells, crow, whistle, hiss, run, talk, write, bellow, squeal, wave, roll, fly, study, romp, play.

EXERCISE (*Uebung*) VIII.

 Form sentences, using the following words only :

Read, sing, birds, boys, cry, children, swim, fly, kites, fishes, hiss, bite, snakes, dogs, chirp, tick, crickets, clocks, prance, horses, balk, jump, mules.

EXERCISE (*Uebung*) IX.

 *The subject may consist of two or more words.*

MODEL.—Three very interesting children came.

1. The old hollow tree fell.
2. The beautiful new sled broke.
3. The grand old ocean roars.
4. His three pleasant friends left.
5. My teacher's youngest daughter came.
6. The beautiful spring flowers wither.
7. Her pretty new hat blew off.
8. All his good pupils study.
9. The four daring robbers ran away.
10. His two thousand peach trees blossom.

EXERCISE (*Uebung*) X.

 *The predicate may consist of two or more words.*

MODEL.—The tree bore twenty bushels of apples.

1. He received three splendid presents.
2. I bought six new school books.
3. Boys love stories about Indians.
4. Girls are fond of dolls and hoops.
5. We saw the boys flying their kites.
6. Ships roam over the wild oceans.

EXERCISE (*Uebung*) XI.

 *Copy and mark the following sentences.*

1. Every good boy studies diligently.
2. My mother gave me two large apples.
3. Three grey foxes ran across the fields.
4. I bought a beautiful new toy.
5. A very young child was lost in the woods.
6. The floating ice lodged on the island.

MODEL.—“A good boy studies diligently.”

A good boy is the *subject*, because these words denote the object about which something is said. “*Studies diligently*” is the predicate, because these words assert something about the object *boy*.

 *Mark and analyze all the sentences in the same way.*

EXERCISE (*Uebung*) XII.

 *Copy, mark and analyze the following sentences. Read an entire sentence, and let pupils write from dictation.*

1. The monkey is a very curious little animal.
2. He is exceedingly fond of mischief.
3. A monkey was once given to a lady as a present.
4. Monkeys are very apt to imitate people.
5. This lady had given her little daughter a doll.
6. One day the monkey undertook to wash it.
7. At first he rubbed it all over with soap.
8. Afterwards he rubbed it with a towel.
9. Thus the doll's face was entirely spoiled.

REMARK.—The teacher should note the peculiarity of the last four sentences, the subject being placed between the parts of the predicate.

EXERCISE (*Uebung*) XIII.

 *As the subject is frequently placed after the predicate, or between its parts, it is necessary to drill pupils carefully upon transposed sentences. These two questions should be asked and applied with each sentence: What words denote the object about which something is said? What words assert something about the object?*

1. Mine are the gardens of earth and sea.
2. The stars themselves have flowers for me.
3. The defeat of the enemy is certain.
4. Gold and silver have I none.

5. Low was our pretty cot.
6. A sacred thing is that old arm chair.
7. That beautiful Turkish carpet is new.
8. Peter's wife's mother lay sick of a fever.
9. Never before did I see her look so pale.
10. There were about twenty persons present.
11. Slowly and sadly we laid him down.
12. There is a melancholy music in autumn.

MODEL.—Thus ebbs and flows the current of her life.

There is a God.

-  Ask, what words constitute the subject? Why?
 What words constitute the predicate? Why?

EXERCISE (*Uebung*) XIV.

 *Mark the subjects and predicates in the following extract :*

The lion is from three to four feet high, and from six to nine feet long. His strength is very great. By a single stroke of his paw, he can break the skull of a horse. A large lion can drag off an ox. The color of the lion is a yellowish red. He roams about in the forests of Asia and Africa, and is a terror to man and beast. If the lion is taken young, he can be tamed. He will even show marks of kindness to his keepers. But it is dangerous folly to get into his power.

EXERCISE (*Uebung*) XV.

 The pupil should now be required to select the subjects and predicates in sentences in the reading lesson. If the foregoing drill has been thorough, this will aid him in grasping the thought of the selections he reads.

CHAPTER II.

Kinds of Sentences (*Satzarten*)

 Let the teacher write the following sentences on board:

1. The bird sings. The bird may sing.
2. If the bird sing, he is valuable.
3. Let the bird sing.
4. Does the bird sing?
5. How the bird sings!

 The pupils should now be led to make the following inferences:

1. The words, "The bird sings," "The bird may sing," state something as actual or possible.
2. The words, "If the bird sing, he is valuable," state something as depending on something else.
3. The words, "Let the bird sing," express a command.
4. The words, "Does the bird sing?" ask a question.
5. The words, "How the bird sings!" express an exclamation.

 From this we learn that a sentence by its form may express one of five things:

1. It may state something as actual or possible.
2. It may state something as depending on something else.
3. It may state something as commanded.
4. It may state a question.
5. It may express feeling.

There are, therefore, five kinds of sentences, viz :

1. A sentence which states something as actual or possible, is called a Declarative Sentence (*Ein Erzählsatz*).

EXAMPLES (*Beispiele*).

John writes.	John does not write.
The boy can study.	The boy cannot study.
They may go.	They may not go.
He came yesterday.	He did not come yesterday.

2. A sentence which states something as depending on something else, is called a Conditional Sentence (*Ein Hypothese Satz*).

EXAMPLES (*Beispiele*).

If it rain, I cannot come.
 If I were you, I would study diligently.
 If you wait, I will go with you.
 If the sun shine, the snow will melt.

3. A sentence which expresses a command, is called an Imperative Sentence (*Ein Befehlssatz*).

EXAMPLES (*Beispiele*).

John, bring me the book.
 Let the boy go home.
 God bless our native land.

4. A sentence which asks a question, is called an Interrogative Sentence (*Ein Fragesatz*).

EXAMPLES (*Beispiele*).

Will your brother come to-morrow ?
 Is the world round like a ball ?
 Do all rivers flow into the sea ?

5. A sentence which expresses feeling, is called an Exclamative Sentence (*Ausrufesatz, Wunschsatz*).

EXAMPLES (*Beispiele*).

How I loved the boy !
O that I were a child again !
What a wonderful being is man !

EXERCISE (*Uebung*) I.

 Tell the kind of each of the following sentences :

- | | |
|---|--------------------------------|
| 1. Lambs play. | 6. Do fishes swim ? |
| 2. Do lambs play ? | 7. How the horse runs ! |
| 3. How lambs play ! | 8. How green the fields look ! |
| 4. Let the lambs play. | 9. Let him go . |
| 5. If the lambs play,
they are well. | 10. Come to me, child. |

EXERCISE (*Uebung*) II.

 Tell which of the following sentences are Declarative ? which Conditional ? which Imperative ? which Exclamative ? which Interrogative ?

- | | |
|-------------------|------------------------------|
| 1. Can it fly ? | 7. If he studies, he learns. |
| 2. Let it go. | 8. We want to skate. |
| 3. How it spins ! | 9. How they hurry ! |
| 4. It is nice. | 10. Will it bite ? |
| 5. We can come. | 11. Do trees grow ? |
| 6. Let us alone. | 12. It is snowing. |

EXERCISE (*Uebung*) III.

 Mark the subject and predicate, and tell the kind of each sentence :

- | | |
|------------------------|--------------------------------|
| 1. Knowledge is power. | 3. If it rain, I shall not go. |
| 2. Be careful. | 4. How the wind blows ! |

- | | |
|-------------------------|---------------------------------|
| 5. Can you read this ? | 9. The hunter shot a deer. |
| 6. Is it snowing ? | 10. Are the deer shy ? |
| 7. God bless our home ! | 11. O that I were young ! |
| 8. The pen is mighty. | 12. Were I you, I should study. |

MODEL.—*Knowledge is power*, is a Declarative Sentence, because these words state what is actual.

REMARK.—In imperative sentences, the subject is sometimes *wanting*.

EXERCISE (*Uebung*) IV.

 Give five forms to each sentence in Exercise I. Thus :

1. *Declarative* : He is studious.
2. *Conditional* : If he be studious, he will improve.
3. *Imperative* : Let him be studious.
4. *Interrogative* : Is he studious ?
5. *Exclamative* : How studious he is !

EXERCISE (*Uebung*) V.

 Change the following sentences into sentences of each of the other kinds :

1. The first snow has fallen.
2. There will be fine sleighing to-morrow.
3. Is the rainbow a beautiful object ?
4. What a wonderful structure the mind is !
5. Look at the snow-clad mountains.
6. Study your lessons thoroughly.

EXERCISE (*Uebung*) VI.

 Complete the following sentences, mark the subject and predicate, and tell their kind :

- | | |
|---------------------------|-------------------------|
| 1. Do.....study ? | 3. Will.....to-morrow ? |
| 2. How deep the snow... ! | 4. He.....problems. |

5. John.....letters. 9. How the.....rages!
 6. The snow..... 10. Had I known it, I.....
 7. James.....grammar. 11. I can.....
 8. reads well. 12. The girl.....

REMARK.—All these exercises should be written on paper, corrected in the class, and then carefully copied into exercise books.

EXERCISE (*Uebung*) VII.

 *Let the pupil separate the following stanzas into sentences and tell their kind :*

I.

The ocean eagle soared
 From his nest by the white wave's foam ;
 And the rocking pines of the forest roared,—
 This was their welcome home !

II.

There were men with hoary hair
 Amidst that pilgrim band ;
 Why had they come to wither there
 Away from their childhood's land ?

III.

There was woman's fearless eye,
 Lit by her deep love's truth ;
 There was manhood's brow serenely high
 And the fiery heart of youth.

IV.

What sought they thus afar ?
 Bright jewels of the mine ?
 The wealth of seas ? the spoils of war ?
 They sought a faith's pure shrine.

V.

Ay, call it holy ground,
 The soil where first they trod !
 They have left unstained what there they found,
 Freedom to worship God

CHAPTER III.

Punctuation (*Zeichensetzung*).

The three points used at the end of sentences are—

1. The Period (.) (*Der Punkt*).
2. The Interrogation-Point (?) (*Das Fragezeichen*).
3. The Exclamation-Point (!) (*Das Ausrufungszeichen*).

EXERCISE (*Uebung*) I.

 Let the pupils practice making and naming these points, until they can do so with facility.

USE OF THE PERIOD.

The Period (.) must be placed—

1. After Declarative sentences.
2. After Conditional sentences.
3. After Imperative sentences.
4. After Abbreviations; as, The Rev. Dr. B. F. Dodge.
5. After Headings; as, *Lesson I.* (See above).

EXERCISE (*Uebung*) II.

 Write on paper and punctuate the following :

1 Be kind 2 Birds sing 3 If he call, I shall go
 4 Dr J H L Hugo 5 J M Wayland, Esq 6 Hon H E
 W Lewis 7 2 lbs 6 oz 8 pwt 9 grs 8 He paid 3 cts
 a piece 9 The snow storm 10 Decimals 11 James Mc-
 Cosh, D D LLD 12 Maj Gen J H S Block U S A St
 Louis, Mo

USE OF THE INTERROGATION POINT.

The Interrogation-Point (?) must be placed—

1. After Interrogative sentences.
2. After words expressing questions.

EXERCISE (*Uebung*) III.

 The pupil should write and punctuate the following:

1 Will he come 2 Does it rain 3 How do you do
 4 What is the fourth of 20 of 12 of 28 of 40 5 What
 is one-fifth of 4 3 6 7 9 8 10 11 17 6 Does he study
 7 You think I did not see you, eh 8 What is it
 9 Where are your flashes of merriment your gambols
 your songs your gibes 10 At 10 cents a pound what
 cost 8 lbs of sugar 5 lbs 7 lbs 12 lbs 25 lbs.

USE OF THE EXCLAMATION POINT.

The Exclamation-Point must be placed—

1. After Exclamative sentences.
2. After Exclamative words.

REMARK.—In German, the Exclamation-Point (!) (*Ausrufungszeichen*) is sometimes placed after imperative sentences.

EXERCISE (*Uebung*) IV.

1 How good he is 2 Alas alas what have I done
 3 Fie on him 4 Ah me how happy I'll be 5 Charge
 Chester charge 6 Oh that I could find him 7 Woe
 worth the chase 8 How perfect 9 How straight
 10 What a fine view 11 How gracefully the kite rises
 12 Ho trumpets sound a war note.

EXERCISE (*Uebung*) V.

 Place the proper point after each of the following sentences, and tell why it should be used :

- | | |
|-------------------------|-------------------------|
| 1. The boy sings | 7. Does the boy sing |
| 2. Let the boy sing | 8. The horse neighs |
| 3. Does the horse neigh | 9. How the horse neighs |
| 4. Birds fly | 10. Do birds fly |
| 5. How birds fly | 11. Let the birds fly |
| 6. Can birds fly | 12. Why do birds fly |

EXERCISE (*Uebung*) VI.

 Let the teacher dictate the following sentences for punctuation:

Fritz. Why, what is that falling out of the bread Gold
O father gold

Father. Do not touch it That money is not ours

Fritz. Whose is it, then Gold O father

Father. I do not know whose it can be we must inquire
Run to the baker's Quick, my son

Fritz. But, Father, we are so poor Did you not buy the
loaf

EXERCISE (*Uebung*) VII.

 Let the teacher dictate paragraphs from the reading lesson for the pupils to punctuate.

EXERCISE (*Uebung*) VIII.

 Let the teacher write on the board a short selection without any points except commas, and require pupils to copy and punctuate them.

CHAPTER IV.

Capitals (*Grosse Anfangsbuchstaben*).

 *No capitals should be used unless a definite rule is given. The rules in general use are these :*

1. Begin the first word of each sentence with a capital.
2. Begin the words denoting an object described or defined with capitals.
3. Begin with a capital the name of every person, place, country, section of country, or particular object.

EXERCISE (*Uebung*) I.

 *Correct and write on paper the following :*

1. the boy skates. 2. An elementary Sound is the simplest Sound of the language. 3. the west is Large
4. st louis, mo. 5. w. r. mateer. 6. the park. 7. the new bridge is A Splendid Structure. 8. The united states of america. 9. The new merchant's-exchange.
10. the south Is Great. 11. great britain. 12. the german empire.

 *The following additional rules for capitals should be observed :*

4. The words I and O should always be in capitals.
5. Begin the first word of every line of poetry with a capital.
6. Begin with a capital all names of the Supreme Being.
7. Begin with a capital the names of the months and of the days of the week.

REMARK.—In German, all nouns begin with capitals.

EXERCISE (*Uebung*) II.

 *Correct and write on paper the following :*

1. there is A god 2. He Came on tuesday, june 2.
3. shall i come On wednesday 4. you will have a holiday on thursday.
5. what a boy 6. the lord is my shepherd.
7. new york, monday, december 1
8. twinkle, twinkle, little star ;
 how i wonder what you are
 up above the World so high
 like a Diamond in the sky

EXERCISE (*Uebung*) III.

 *Put the following into letter form, separating into sentences, punctuating and putting capitals where they belong :*

st louis, tuesday, february 6, 1874.

my Dear sir :

i Take pleasure In Informing you of my safe Arrival in this City my Journey hither Was pleasant i left london, eng on the 6th of January and Came to new york on the 20th from new york i Went to albany by the hudson river railroad and thence to niagara falls on the new york central. At niagara i crossed the queen's bridge on the grand trunk railroad and, crossing canada, i came to detroit, mich i crossed the detroit river on a ferry boat took the michigan central railroad and came to chicago, ills after a day or two's stay in chicago i took the c & a r r and came to this city i am Stopping at the lindell hotel, on washington avenue, and shall stay Here a Few days the west impresses me with its Grandeur st louis seems to have Great Possibilities

and Whoever lives 50 years may see a city on the mississippi as large as the one now on the thames.

with kind regards to Friends

i am, as ever,

yours truly,

Filirex.

EXERCISE (*Uebung*) IV.

 Copy and correct the following :

THE GREY SQUIRREL'S FLEET.

I.

but then did each wondrous creature show
his cunning and Bravery ;
with a piece of the pine-bark in his mouth
unto the Stream came he,

II.

and boldly his Little bark he Launched,
without the least Delay ;
his bushy tail was his upright sail,
and he merrily Steered away.

III.

never was there a Lovelier sight
than that grey squirrel's fleet ;
and with anxious eyes i watched to see
what fortune it would meet.

IV.

soon had they reached the rough mid-stream,
and ever and anon,
i grieved to behold some small bark wrecked
and its little Steersman gone.

V.

but the main fleet Stoutly held across ;
i saw Them leap to shore ;
they entered the Woods with a Cry of joy,
for their perilous march was o'er.

EXERCISE (*Uebung*) V.

 Dictate the following as an exercise in punctuation and capitals.

1. the spring months are march, april and may
2. he can speak italian, french and german
3. the andes are on the western coast of South america
4. bunker hill monument is near boston.
5. this is a picture of washington crossing the Delaware
6. the winter months are december, january and february
7. we write on tuesday and thursday
8. what has become of the mohegans the iriquois and the mohawks
9. the pyrenees form the boundary between france and spain.
10. the amazon is the largest river in South america
11. There lies in the florida strait a rock called the double-headed shot keys

EXERCISE (*Uebung*) VI.

 Let the teacher dictate sentences containing words beginning with capitals for pupils to write.

REMARK. — Making lists of rivers, mountains, seas, etc., is a good exercise.

EXERCISE (*Uebung*) VII.

 Let the teacher dictate a paragraph from the reading lesson to punctuate and write.

REMARK. — Be careful not to select paragraphs containing long sentences.

CHAPTER V.

The Noun (*Das Dingwort*).

In Chapter I, we learned that—

1. Anything which we can *see, hear, touch, taste, smell* or *think*, is called an Object.
2. What is spoken or written to denote an object, or to express something about it, is called a Word.
3. A word or a combination of words in which something is said of an object, is called a Sentence.
4. The word or the group of words denoting the object about which something is said, is called the Subject.
5. The word or the group of words which asserts something about the object, is called the Predicate.

REMARK. —We have thus far treated the sentence as the *unit of speech*, but as the sentence is composed of words and a word is the smallest part of a sentence which in itself is significant, we shall proceed to classify words according to what they express. Some words are significant by themselves, and are thus capable of being the *bases* of the parts of the sentence, while other words are significant only as they are associated with these basic words. Hence the basic words may be called *Principals* [*notional* words], the others *Accessories* [*Relational* words]. In this circle we shall treat only of the *Principals*.

As the principal words in a sentence either denote objects or attribute something to objects, we shall consider—

1. The words denoting objects themselves.
2. The words denoting the energies or powers of objects.
3. The words denoting the qualities of objects.

In this chapter, we shall treat only of words denoting objects themselves.

1. WORDS DENOTING OBJECTS.

EXERCISE (*Uebung*) I.

 Let the teacher write these sentences on the black-board :

The sun shines.	The bell rings.
Honey is sweet.	Steel is hard.
Putty is soft.	The flower is fragrant.
Friendship is delightful.	Truth is mighty.

 Now let such questions as these be asked :

What shines? How do you know? [*Sight.*]
 What rings? How do you know? [*Hearing.*]
 What is fragrant? How do you know? [*Smell.*]
 What is sweet? How do you know? [*Taste.*]
 What is hard? Soft? How do you know? [*Touch.*]
 What is delightful? How do you know? [*Thought.*]
 How do we know objects? [*Through our senses or through our understanding.*]

What are such words as *sun, bell, honey, steel, putty, flowers, friendship, and truth* called? [*Such words are usually called Nouns.*] Hence—

DEFINITION.—A word which denotes an object, is called a Noun.

REMARK.—The word *noun* is derived from the Latin word *nomen*, which, in that language, has the same meaning as the English word *name*. *Noun* and *name*, however, are not synonymous. If they were, we could say, *What is your noun?* (*NAME*). The word *noun* is used technically to denote one of the eight classes into which words are divided. Hence, *A noun is a part of speech. A word used to designate an object itself IS CALLED [not is] a Noun.*

2. THE NAMING OF OBJECTS.

EXERCISE (*Uebung*) II.

 Let the pupil mention and write the names of—

1. Objects in the school-room.
2. Objects on the play-ground.
3. Objects in a parlor.
4. Objects in a kitchen.
5. Objects in a garden.
6. Objects in the fields or parks.
7. Objects along the streets or roads.
8. Objects on or in a river.
9. Objects in the sky.
10. Objects at a fair.

REMARK.—All answers should be complete sentences. In the written preparation the words enumerating the objects should be separated by commas (,). Thus: In the school-room, there are *boys, girls, desks, books and maps*.

EXERCISE (*Uebung*) III.

 Let the pupil mention and write the names of—

1. Animals having two legs.
2. Animals having four legs.
3. Animals having six legs.
4. Animals having many legs.
5. Animals which migrate.
6. Animals which live on land.
7. Animals which live in the water.
8. Animals which are domesticated.
9. Animals which are wild.
10. Animals which live on flesh.

REMARK.—Examine each pupil's preparation as to *spelling, capitals and punctuation*. Correct expression is the end to be gained.

EXERCISE (*Uebung*) IV.

 *Let the pupil mention and write the names of—*

1. Objects made of wood or stone.
2. Objects made of iron or brass.
3. Objects made of leather or hair.
4. Objects made of wool or yarn.
5. Objects made of cotton or silk.
6. Objects made of lead or tin.
7. Objects made of gold or silver.
8. Objects made of marble or clay.

EXERCISE (*Uebung*) V.

 *Let the pupil mention and write the names of—*

1. Things which are eatable.
2. Things which are drinkable.
3. Things which grow in the tropics.
4. Things which are brought from South America.
5. Things which are brought from the Indies.
6. Things which are dug out of the ground.

EXERCISE (*Uebung*) VI.

 *Let the pupil mention and write the names of—*

1. The tools which a blacksmith uses.
2. The tools which a carpenter uses.
3. The tools which a stonemason uses.
4. The tools which a bricklayer uses.
5. The tools which a tinsmith uses.
6. The implements which a farmer uses.
7. The tools which a shoemaker uses.
8. The instruments which a dentist uses.
9. The instruments which a surgeon uses.
10. The instruments which an architect uses.

3. THE RECOGNITION OF NOUNS.

EXERCISE (*Uebung*) I.

 Let the teacher write the following sentences on the blackboard, and require her pupils to tell which words are nouns.

1. The boy gave his sister an apple and a pear.
2. Girls love dolls and ropes.
3. The most useful metals are copper, zinc, iron, lead and tin.
4. Gold is used for making watch-chains and watch-cases.
5. The camel is of great use to man.
6. Arthur's new sled was a present from his aunt.
7. The picture represents a boy lying on the banks of a stream and throwing seeds into the water.
8. When a man's heart is full of love, it gives him a kind eye, a kind voice, and a kind hand.

NOTE TO THE TEACHER.—Let one pupil mark [*draw a single line beneath*] all the nouns in the first sentence, while the other pupils of the class observe, correct mistakes, and supply omissions. Proceed in the same way with each of the other sentences. The question, *How do you know this word to be a noun?* should be asked until every noun in this exercise is distinctly recognized.

EXERCISE (*Uebung*) II.

 Let the teacher assign a short paragraph in the reader as an exercise from which all the nouns are to be selected.

NOTE TO THE TEACHER.—The pupils should write lists of the nouns they recognize, which lists should be carefully examined at the recitation.

EXERCISE (*Uebung*) III.

 Let the teacher assign for the next lesson the following paragraph of the reading lesson selected.

NOTE TO THE TEACHER.—In the recitation, let the teacher read the words slowly, clause by clause, and require her pupils to write the nouns. The same lesson may also be recited orally, calling upon one pupil to mention the nouns in the first line, another those in the second, and so on, while the class observe, correct mistakes, and supply omissions.

EXERCISE (*Uebung*) IV.

 Let the next paragraph of the reading lesson selected constitute the following exercise.

NOTE TO THE TEACHER.—In the recitation, let the pupil designated by the teacher, read the first sentence, and point out the nouns, telling why the word is a noun. If his work is not perfect, let some other pupil take the same sentence, and so on until all the nouns, and the nouns only are selected. Each sentence should be gone over in the same way.

EXERCISE (*Uebung*) V.

 Let the following paragraph of the selection from the reader be assigned for the next lesson.

NOTE TO THE TEACHER.—Let these exercises be continued until each member of the class can point out the nouns readily. *This will require time and patience*, but one thing *thoroughly* LEARNED is so much REAL PROGRESS, while skimming over work has *no* educational value.

Let the teacher ask with each lesson: *What is a noun? What does it designate? How do you know the object denoted by this noun? What nouns in this lesson denote things seen? heard? touched? tasted? smelt? thought?*

CHAPTER VI.

The Verb (*Das Thätigkeitswort*).

1. WORDS DENOTING THE ENERGIES OR POWERS OF OBJECTS.

EXERCISE (*Uebung*) I.

 Let the teacher write the following sentences on the blackboard :

- | | |
|--------------------|-------------------------|
| 1. John writes. | 5. Trees grow. |
| 2. Clara whispers. | 6. Rivers flow. |
| 3. Mary sings. | 7. Honey tastes sweet. |
| 4. Henry studies. | 8. The coat wears well. |

 Let the teacher now ask:— What does John do? Clara? Mary? Henry? What do trees do? [Trees *grow*, that is, they can take moisture from the ground and gas from the air, and change them into wood, bark, leaves, etc.] What do rivers do? [Rivers *flow*, that is, the drops of water move onward while other drops take their place.] What does honey do? [Honey *tastes* sweet, that is, it has the power of producing a pleasant taste.] What does the coat do? [The coat *wears* well, that is, the coat has great power to resist the forces that tend to destroy it.] Hence, such words as *writes*, *whispers*, *sings*, *studies*, *grow*, *flow*, *tastes* and *wears*, DENOTE THE ENERGIES OF OBJECTS.

EXERCISE (*Uebung*) II.

 Let the following sentences be written on the black-board:

- | | |
|-----------------|-----------------------------------|
| 1. Leaves fall. | 5. The book lies on the desk. |
| 2. Balls roll. | 6. The statue stands in the park. |
| 3. Smoke rises. | 7. The child sleeps in its crib. |
| 4. Cork floats. | 8. The old man sits in his chair. |

NOTE TO THE TEACHER.—As it is somewhat difficult to make pupils understand how such words as *fall*, *rise*, *sit* or *lies* express the *energies* of objects, it is well to consider the following facts:

All bodies are endowed with a certain tension which makes them seek other bodies. This power is called the attraction of gravitation. *Leaves fall*, and *balls roll*, because there is no force to prevent their movement. *Smoke rises*, and *cork floats*, because *air* and *water* have a greater density, and consequently act with an intenser force, and since *smoke* and *cork* have the power to resist this opposing force, they are lifted by the re-action in the opposite direction. The book *lies* and the statue *stands*, because the *desk* and the *earth* have arrested their motion, and, by the force of attraction, hold them in a stationary condition. The old man *sits*, because he has surrendered himself to the influence of this force. The child *sleeps*, because the action of its senses is suspended.

EXERCISE (*Uebung*) III.

 Let the following sentences be written on the black-board:

1. Nouns denote objects, and verbs assert.
2. Grammar teaches correct speech.
3. Mathematics treats of quantity.
4. Adjectives limit nouns and pronouns.

 Let the teacher ask how these objects act.

NOTE TO THE TEACHER.—Bodies may act *involuntarily* as well as *voluntarily*. When a body cannot control its own action, it acts *involuntarily*; but when its action is controlled by the voluntary act of another body, it is said to act *mechanically*. When a body acts mechanically, it is used as a *means* or *instrument*. The voluntary agent acts for himself, and uses other objects to advance his ends. Thus *thinking mind* creates words and sciences, and endows them with the power of performing certain functions.

It then thinks them into agents, and contemplates them as putting forth *energies*. Hence, *nouns, verbs, adjectives*, etc., are represented as doing certain things, when, in fact, they are only the instruments through which the acts are performed. As all objects must be either at rest or in motion, and must be either *agents* or *instruments*, it is evident that all bodies put forth energies.

2. THE NAMING OF WORDS DENOTING ENERGIES OR POWERS.

EXERCISE (*Uebung*) IV.

 Let the following sentences be written on the black-board :

- | | |
|--------------------|-------------------|
| 1. John plays. | 4. Eudora reads. |
| 2. Ava sings. | 5. Frank recites. |
| 3. Hattie studies. | 6. Walter walks. |

 The words *plays, sings, studies, reads, recites* and *walks* tell what *John, Ava, Hattie, Eudora, Frank* and *Walter* do.

REMARK.—As the acts of objects are the first things to arrest our attention, and, in *Latin* and *Greek*, words denoting these manifestations may constitute complete sentences, the words denoting the energies of objects are called Verbs. Hence—

DEFINITION.—A word which asserts the mode in which an object exists or acts, is called a Verb.

REMARK.—The noun and verb may now be contrasted. Thus: The noun denotes the object itself; the verb tells something about it. The noun brings objects before the mind; the verb asserts the mode in which they exist or act. The noun presents objects as *entireties*; the verb presents them as *energies* or *powers*.

EXERCISE (*Uebung*) V.

 Let each pupil write sentences expressing five ACTS proper to the following objects :

A horse, a bird, Washington, ships, John, a farmer, squirrels, the teacher, a carpenter, Mary.

MODEL.—A horse *walks, trots, gallops, paces* and *prances*.

REMARK.—Examine and correct each pupil's preparation.

EXERCISE (*Uebung*) VI.

 Let each pupil write sentences expressing five STATES proper to each of the following objects :

A boy, books, trees, Napoleon, William, a knife, a ball, mother, a car, an ox.

MODEL.—A boy may *lie, sit, stand, sleep, or watch.*

NOTE TO THE TEACHER.—Be careful lest your pupils use adjectives to express the state of the given object.

3. THE RECOGNITION OF VERBS.

EXERCISE (*Uebung*) I.

 Let the following sentences be written on the black-board :

1. Those who visit the city and go to the parks, are surprised to see so many birds flying about.
2. Mabel was in the kitchen when she heard her father call her.
3. She had climbed into a chair and taken a vase from the mantel, which had slipped from her hands and fallen to the floor, where it was broken to pieces.
4. Mabel was alarmed at what she had done.
5. She ran out of the room and shut the door, hoping that no one would know she had been there.

MODEL.—The boy tried to climb the tree, but fell.

NOTE TO THE TEACHER.—Let one pupil mark (*draw a double line beneath*) all the verbs in the first sentence, while the others observe, correct mistakes, and supply omissions. Let each sentence be treated in the same way. The question, *How do you know this word to be a verb?* should be repeatedly asked.

EXERCISE (*Uebung*) II.

 Let the pupil mark all the verbs and nouns in the following sentences :

1. A lie is anything said or done to deceive.
2. He is a coward who is afraid to speak the truth.
3. Do you know the child who never told a lie ?
4. Priceless gem ! The pearl of Truth !
 Brightest ornament of youth !
 Seek to wear it in thy crown ;
 Then, if all the world should frown,
 Thou hast won a glorious prize
 That will guide thee to the skies.

EXERCISE (*Uebung*) III.

 Let the teacher take the same selection she used for nouns, and assign a paragraph from which all the verbs are to be selected.

NOTE TO THE TEACHER.—The pupils should write lists of the verbs they recognize, which lists should be carefully examined at the recitation.

EXERCISE (*Uebung*) IV.

 Let the next paragraph be taken as the next lesson.

NOTE TO THE TEACHER.—While the teacher reads the words slowly, clause by clause, let the pupils write the verbs in class.

EXERCISE (*Uebung*) V.

 Let the next paragraph constitute the following lesson.

NOTE TO THE TEACHER.—Let the first line be read by some pupil and all the verbs be pointed out, while the others attend and criticise the work.

Let these exercises be continued as long as necessary.

CHAPTER VII.

Adjectives (*Eigenschaftswörter*).

1. WORDS DENOTING THE QUALITY OR CONDITION OF OBJECTS.

EXERCISE (*Uebung*) I.

 Let the teacher take an apple and direct her pupils to examine it, after which let her ask such questions as these :

What is the size of this apple? [*large, small.*] What is its color? [*red, yellow, russet, green.*] What is its shape? [*round, oblong, flattened.*] What is its consistency? [*hard, soft, mellow, smooth.*] What is its taste? [*sweet, sour, bitter, insipid.*] How can you tell its size, color and shape? [*sight.*] How can you tell its consistency? [*touch.*] How can you tell its flavor? [*taste.*] Can you name any other qualities of the apple? Name them. What is the function of such words as *red, round, hard, sweet* and *large*? These words show differences by which we may distinguish one object from another.

EXERCISE (*Uebung*) II.

 Let the teacher take a piece of crayon, and showing it to her class, let her ask—

What is the color of this crayon? Have you seen crayons of different colors? What is its size? Mention five things larger than the crayon; five things

smaller; five things of about the same size. What is its shape? What things have the same shape? What is its consistency? Mention five things which are harder than the crayon; five, that are softer; five, of about the same consistency. Can you break it? What other things can be broken? Of what use is it?

Let the qualities thus elicited be embodied in a sentence. Thus: This piece of crayon is *white*, etc.

EXERCISE (*Uebung*) III.

 Let such sentences as these be written on the black board:

1. Winter is near, distant, past.
2. William is anxious, quiet, boisterous, stubborn.
3. Mabel is healthy, sick, convalescent, dead.
4. Helen is joyous, despondent, pleased, angry.
5. The fields look barren, fresh, green, desolate.
6. Pero was a splendid large Newfoundland dog, with a white spot under his neck.
7. He had a beautiful head, and large brown eyes full of courage.
8. Go away from the light, little miller,
 'T will singe your beautiful wings;
 I know it is bright, and a glorious sight;
 But it is n't quite right, little miller,
 To play with such dangerous things.

 What is said of winter? William? Mabel? Helen? fields?

REMARK.—Some words *denote*, but do not *assert*, the mode in which an object exists. If the state expressed be *internal*, it is called *condition*; but if it be *external*, it is called *position* or *situation*.

2. THE NAMING OF WORDS DENOTING QUALITY OR CONDITION.

EXERCISE (*Uebung*) I.

 Let the following sentences be written on the black-board :

1. *Large, red* apples grew on a *graceful* tree.
2. *Pretty little* girls were playing in a *beautiful* hall.
3. The teacher gave all the *diligent* pupils *valuable* gifts.
4. The morning was *quiet, serene and bright*.
5. Ida was *peevish, impatient and revengeful*.

 Let these sentences be examined. Two things may be brought out, viz :

1. The italicised words are all joined to nouns.
2. The italicised words express the quality or condition of the objects denoted by the nouns.

Words which are thus joined to nouns to show the quality or condition of objects, are called Adjectives. Hence—

DEFINITION.—A word joined to a noun to show the difference which distinguishes one object from another, is called an Adjective.

REMARK.—Adjectives answer the questions, *Of what kind? In what condition?*

3. THE RECOGNITION OF ADJECTIVES.

EXERCISE (*Uebung*) I.

 Let the following sentences be written on the black-board:

1. Gold is of a bright, yellow color, and is very heavy.
2. Iron is quite hard, and is malleable and ductile.

3. I saw a sly little squirrel, with nimble feet.
4. A beautiful butterfly, careless and gay, is flitting from flower to flower.
5. We should be as grateful and joyous as birds.

REMARK.—Let the pupil point out the adjectives as they did the nouns and verbs.

EXERCISE (*Uebung*) II.

 *Let the first paragraph of the piece formerly assigned constitute the next exercise.*

REMARK.—Let the pupils select the adjectives as they did the nouns and verbs.

EXERCISE (*Uebung*) III.

 *Let the next paragraph constitute the next lesson.*

REMARK.—These exercises should be continued until all the adjectives are selected without mistake.

EXERCISE (*Uebung*) IV.

 *Let the pupil now select all the nouns, verbs and adjectives from selections assigned.*

 Review questions should frequently be asked such as, What is a noun? a verb? an adjective? What is the difference between a *noun* and an *adjective*? What is the difference between a *verb* and an *adjective*? What adjectives in the sentence denote qualities *seen*? *heard*? *touched*? *tasted*? *smelt*? *thought*?

REMARK.—The noun, the verb, and the adjective are called *Notion Words* (*Begriffswörter*).

CHAPTER VIII.

Words and Syllables (*Wörter und Silben*).I. WORDS (*Wörter*).

A word designates (*bezeichnet*) a *notion* or a *relation*, and may be either audible (*hörbar*) or visible (*sichtbar*), that is, a word may be either *spoken* or *written*.

A Written Word consists of syllables and letters.

A Spoken Word consists of syllables and elementary sounds.

REMARK.—As we have thus far treated *the sentence as the unit of discourse* and found that the *subject* and *predicate* were PROXIMATE elements, while *nouns, verbs* and *adjectives* were ULTIMATE elements, so we shall now treat *the word as the unit of discourse*, while *syllables* will constitute its PROXIMATE elements, and *letters* or *sounds*, its ULTIMATE elements.

2. SYLLABLES (*Silben*).

A Spoken Syllable is that part of a word which may be uttered by a single impulse of the voice; as, *im-pulse*, *ut-tered*, *move-ment*.

A Written Syllable consists of the letters which designate the elementary sounds of a spoken syllable, together with those letters which are no longer significant; as, *thought-ful*, *thor-ough-ly*, in which **u**, **g** and **h** no longer represent elementary sounds.

EXERCISE (*Uebung*) I.

 Let the following words be separated into uttered and written syllables :

Talents angel bright, if wanting worth, are shining instruments in false ambition's hand, to finish faults illustrious and give renown to infamy.

MODEL.—*Tal-ents* consists of two syllables, because two impulses of voice are requisite for its utterance.

EXERCISE (*Uebung*) II.

 Let suitable words be selected from the reading lesson and written on the board for drill.

3. WORDS CLASSED BY SYLLABLES.

As words may consist of *one, two, three, or more* syllables, so they are named according to the number of syllables they contain.

1. A word of one syllable is called a Monosyllable (*Einsilbig*); as, *strength, thought, pique, thanks, a, of, I.*
2. A word of two syllables is called a Dissyllable (*Zweisilbig*); as, *author, grammar, ado, gracious.*
3. A word of three syllables is called a Trisyllable (*Dreisilbig*); as, *fortunate, thankfully, cheerfully, exercise.*
4. A word of more than three syllables is called a Polysyllable (*Mehrsilbig*); as, *constitution, meritorious, syllabification, incomprehensibility.*

REMARK.—Words of more than one syllable are sometimes called polysyllabic.

EXERCISE (*Uebung*) I.

 Let the pupil make four lists of the following words putting all the MONOSYLLABLES in one list, the DISSYLLABLES in another, the TRISYLLABLES in a third and the POLY-SYLLABLES in a fourth.

There are wonderful plants far over the sea,
 But what are they all to the Christmas tree?
 Does the oak bear candies, the palm-trees skates?
 But sugar-plums, trumpets, doll-babies, slates,
 Picture-books, elephants, soldiers, cows,
 All grow at once on the Christmas tree boughs.

REMARK.—Such words as *sugar-plums*, *doll-babies*, and *picture-books* are called compound words. Why?

Better than gold is the sweet repose
 Of the sons of toil, when their labors close;
 Better than gold is the poor man's sleep,
 And the balm that drops on his slumbers deep;
 Better than gold is a thinking mind,
 That in realms of thought and books can find
 A treasure surpassing Australian ore,
 And live with the great and good of yore.

EXERCISE (*Uebung*) II.

 Let the pupil write ten words of each kind.

EXERCISE (*Uebung*) III.

 Let the pupil make lists of the words in some paragraph selected from the reading lesson.

CHAPTER IX.

Letters (*Buchstaben*).

The visible (*sichtbare*) elements of words are called *Letters*.

The English (*also the German*) Alphabet contains twenty-six letters which have three forms in English and two in German, viz :

1. Small letters (*kleine Buchstaben*); as, a, b, c, d, e, f, etc.
2. Capitals (*grosse Buchstaben*); as, A, B, C, D, E, F, etc.
3. Small caps (*none in German*); as A, B, C, D, E, F, G, etc.

REMARK 1.—Small caps are used in the body of the names of persons and of the first word in reading lessons. (For examples, see *Readers*.)

REMARK 2.—Inclined letters are called *Italics*; vertical letters, *Roman*.

REMARK 3.—As degrees of emphasis are expressed by *Italics*, *SMALL CAPS*, and *CAPITALS*, it is usual in writing to draw one line under a word intended to be in *Italics*, two lines under words intended to be in *SMALL CAPS*, and three lines under words intended to be in *CAPITALS*.

REMARK 4.—In German, spaced type (*gesperrte Schrift*) is used instead of *Italics* and *SMALL CAPS*; as, z u f r i e d e n.

The letters *a, e, i, o, u* and *y* are called *Vowels*; all the others are called *Consonants*. In English, *y* is sometimes a consonant.

EXERCISE (*Uebung*) I.

 Let the pupil tell the form of the type in the following words; also which letters are vowels and which consonants:

THOMAS JEFFERSON. LORD ANGUS, thou HAST LIED.

Go, ring the *bells* and fire the *guns*,

And fling the *starry banners* out;

Shout FREEDOM till your *lisping ones*

Give back their *cradle* shout.

CHAPTER X.

Sounds (*Laute*).

The audible (*hörbare*) elements of words are called Elementary Sounds.

The elementary sounds are divided into two classes, viz :

- I. Vowel-sounds (*Selbstlaute*).
- II. Consonant-sounds (*Mitlaute*).

A Vowel is a sound produced from the vibration of the vocal chords, and not interrupted in the vocal canal.

A Consonant is a sound produced by the vibration of the vocal chords, but interrupted entirely or partially in its course through the vocal canal.

NOTE TO THE TEACHER.—Explain as accurately as possible the nature and function of the vocal chords. Make the pupils put their fingers on their throats and feel the vibration as they talk. Explain also what is meant by vocal canal and how the different vowels are produced by the lengthening and shortening, widening and narrowing of it. Show them that in saying *i* the lips are drawn back while the larynx rises, making the canal as short as possible, while the opposite takes place in pronouncing *u* (in *rude*). Make the pupils tell how they make the difference between *ga* and *ka*; *da* and *ta*; *ba* and *pa*, etc. (Cf. Max Müller's *Science of Language*, 2nd Series, Lecture III, pp 106-174.)

For convenience of treatment, the vowels may be divided into three classes, viz :

1. Primitive vowels (*reine Selbstlaute*).
2. Derivative vowels (*Umlaute*).
3. Diphthongs (*Doppellaute*).

The Primitive vowels are heard in the words *me*, *fate*, *arm*, *hole* and *rude*, and are identical in English and German.

The Derivative vowels are heard in the words **bat**h or **air**, **fall**, and **ear**th, two of which, the a in **air** and the *ë* in **ear**th correspond with the umlauts *ä* and *ö*, while the sound of *â* in **fall** is wanting in German, and the sound of *ü* in **Brüder** is wanting in English.

The Diphthongs are heard in the words **pine**, **boy**, **house**, and **mule**, two of which, *ī* in **pine** and *ou* in **house** correspond with the German doppel-laute in **Leib** and **Baum**, while the German *äu* or *eu* is nearly equivalent to *oi* in **toil**.

REMARK.—The sounds of the vowels as heard in the words *male*, *meal*, *mile*, *mole*, *mule*, are called Name-sounds.

The relations of the vowels are shown in the following diagrams :

I. PRIMITIVE VOWELS (*reine Selbstlaute*).

	ENGLISH.	GERMAN.
ä	Long <i>ē</i> , as in <i>me</i> .	<i>i</i> as in <i>ihn</i> .
ā	Long <i>â</i> , as in <i>fate</i> .	<i>e</i> as in <i>eben</i> .
ō	Italian <i>ä</i> , as in <i>arm</i> .	<i>a</i> as in <i>Ahn</i> .
ē	Long <i>ō</i> , as in <i>hole</i> .	<i>o</i> as in <i>Ohr</i> .
u	Close <i>u</i> , as in <i>rule</i> ,	<i>u</i> as in <i>Uhr</i> .

II. DERIVATIVE VOWELS (*Umlaute*).

	ENGLISH.	GERMAN.
â	Flat <i>a</i> , as in <i>air</i> .	<i>ä</i> as in <i>Väter</i> .
ā	Broad <i>â</i> , as in <i>all</i> .	(wanting.)
ẽ	Tilde <i>ẽ</i> , as in <i>her</i> .	<i>ö</i> as in <i>Löffel</i> .
ü	French, <i>ü</i> (wanting).	<i>ü</i> as in <i>Brüder</i> .

REMARK.—The umlaut *ö* in German is not quite identical with Tilde *e*. j

III. DIPHTHONGS (*Doppellaute*).

ENGLISH.

GERMAN.

Long I, composed of ä in arm and i in pit.	Ei as in Leib.
oi or oy, “ of â in all and i in pit.	Eu or äu.
ou or ow, “ of ä in arm and u in put.	Au in Haus.
Long ū, “ of i in pit and ū in rule.	Ju in Jube.

EXERCISE (*Uebung*) I.

 Let the pupil select the vowel-sounds from the following words and tell like the vowel in what word it sounds :

Meed, meat, mete, bier, seize, pique, key, tame, deal, vain, lief, bought, taught, stall, psalm, calm, mourn, hall, tour, balm, dote, toad, food, laugh, loose, sauce, routine, earth, fur, tooth, lath, path, hoop, truth, vine, joy, house, wine, mouse, coil, dew, mule.

EXERCISE (*Uebung*) II.

 Let the pupil pronounce the following words, and give the vowel sound in each :

There 's a good time coming, boys,
 A good time coming :
 The pen shall supersede the sword,
 And Right, not Might, shall be the lord,
 In the good time coming.
 Worth, not Birth, shall rule mankind,
 And be acknowledged stronger ;
 The proper impulse has been given ;—
 Wait a little longer.

CHAPTER XI.

Quantity of Vowels (*Dehnung und Schärfung*).

The Primitive and Derivative vowels may be long or short, as heard in the following words :

Long vowels : me, fate, air, arm, all, earth, home, rude.

Short vowels : pit, met, at, art, not, up, wholly, put.

EXERCISE (*Uebung*) I.

 Let the teacher utter the following words and let the pupil give the corresponding long vowel-sounds :

At, get, bring, fit, net, mat, cart, what, put, up, foot, dot, jet, pat, chart, slit, wert, dirt, flirt, fret, wet, pull, oats.

NOTE.—Pronounce the word and then utter the vowel sound which it contains.

EXERCISE (*Uebung*) II.

 Let the teacher utter the following words and let the pupil give the corresponding short vowel-sounds :

Mate, mete, mite, mote, moot, air, mirth, gall, kite, treat, calm, grow, crude, seize, field, wrath, path, grace, yield.

EXERCISE (*Uebung*) III.

 Let the teacher utter the following words, and let the pupil give the corresponding long or short vowel-sounds :

Oh! a wonderful stream is the river of Time,
 As it runs through the realm of tears,
 With a faultless rhythm and a musical rhyme
 And a broader sweep and a surge sublime,
 As it blends in the ocean of years!

I. Vowels denote long sounds under the following circumstances :

1. A vowel is long and represents its name sound, when it ends an accented syllable, as, *sá-cred*, *nó-body*, *fá-vor-ite*.
2. A vowel is long generally when it is followed by *a*, *e*, *i*, or *o*, in the same syllable ; as, *fear*, *deer*, *field*, *fail*, *door*, *people*.
3. A vowel is long when followed by any consonant (except *v*) and silent *e* ; as *fate*, *mote*, *mile*, *mute*, *live*, *dove*.

REMARK.—Before *v* vowels vary ; as, *dove*, *drove*, *shove*, *hove*.

4. All diphthongs are long ; as, *pine*, *oil*, *house*, *mule*.

II. Vowels denote short sounds under the following circumstances :

1. A vowel is short generally when it is followed by one or more consonants in the same syllable ; as, *man*, *rat*, *miss*.

REMARK.—A vowel followed by a single consonant is long in German.

2. A vowel is short or slight and has its primitive sound in all unaccented syllables ; as, *spoliation*, *infidelity*, *inflammatory*.

EXERCISE (*Uebung*)

 Let the teacher select paragraphs from the reading lesson and require her pupils to distinguish the length of the vowels and tell why they are long or short.

CHAPTER XII.

Consonants (*Mitlaute*).

There are twenty-six consonant sounds in English and twenty-one in German.

I. *W* and *y* are called Semi-vowels ; *wh* and *h*, Aspirates.

1. The sound of *w*.

To produce this sound, utter the sound of *oo* (close u) in good so as to blend it with the following vowel ; as, *oo-e=we* ; *oo-â-s=was* ; *oo-oo-l*.

REMARK.—This sound is wanting in German.

2. The consonant sound of *y*.

To produce this sound, utter the sound of *e* in feet so as to blend it with the following vowel ; as, *ē-ē-s=yes* ; *ē-ē-l-d=yield* ; *e-o-n-d-e-r=yonder*.

REMARK.—This sound is represented in German by *j* (jot). Also in English by *j* in the word *hallelujah*.

3. The sound of *wh*.

To produce this sound, bring the lips close together and then separate them suddenly, allowing the breath to escape without obstruction.

REMARK.—This sound is wanting in German.

4. The sound of *h*.

Adjust the organs to the position for forming the following vowel, and then blend the breath with the vowel sound ; as, *h-ow=how* ; *h-arm=harm*.

EXERCISE (*Uebung*).

 Let each pupil select all the sounds of *w*, *y*, *wh* and *h* from the following words and tell how they are produced :

Wine, yeast, white, hole, whole, why, wheat, went, yesterday, your, young, wrong, him, hour, brilliant union, vineyard, vignette, soldier.

II. L, rough *r* and smooth *r* are called Trills.5. The sound of *l*.

To produce *l*, bring the tip of the tongue in contact with the upper gum and sing.

6. The sound of trilled (*impure*) *r*.

To produce this sound, cause the tongue to vibrate against the inner gum of the upper teeth and sing.

7. The sound of smooth *r*.

To produce this sound, depress the back part of the tongue slightly, then direct the breath against the back part of the roof of the mouth and sing.

REMARK.—This sound is wanting in German.

EXERCISE (*Uebung*).

 Let the pupil select the sounds of *l* and *r* from the following words and tell how they are produced :

Epistle, for, rough, ring, wrong, link, error, little, bottle, candle, rabble, florid, horrid, lyric.

III. M, n, and ng are called Nasals.

8. The sound of *m*.

To produce this sound, close the lips, open the nasal passages and sing through the nose.

9. The sound of smooth *n*.

To produce this sound, place the forepart of the tongue against the inside of the upper teeth, open the nasal passages and sing through the nose.

REMARK.—N is smooth except when it comes before *g*, *k*, or *ch* hard as in *anchor*. In *angel*, *n* is smooth, because *g* is soft like *j*.

10. The sound of *ng* (*guttural n*).

To produce this sound, open the mouth, apply the back part of the tongue to the soft palate, open the nasal passages and sing through the nose.

EXERCISE (*Uebung*).

 Let the pupil select and sound all the *m's n's and ng's* in the following words :

Bring, think, anger, near, mingle, frank, sink, sank, angle, angel, mamma, single, song, anchor, ant-hill.

IV. B, p ; d, t ; j, ch ; g, k are called Explosives.

11. The sound of *b*.

To produce this sound, compress the edges of the lips, close the nasal passages, and sing.

12. The sound of *p*.

To produce this sound, bring the edges of the lips into firm contact, compress the breath and suddenly open the lips.

13. The sound of *d*.

To produce this sound, place the forepart of the tongue firmly against the inside of the upper teeth, compress the breath and sing,

14. The sound of *t*.

To produce this sound, place the forepart of the tongue firmly against the inside of the upper teeth and compress the breath until it removes part of the obstructing edges.

15. The sound of *j*.

To produce this sound, place a part of the tongue near the tip against the roof of the mouth and sing.

REMARK.—This sound is wanting in German.

16. The sound of *ch*.

To produce this sound, place a part of the tongue near the tip against the roof of the mouth, compress the breath and then suddenly withdraw the tongue and emit the breath violently.

REMARK.—This sound is wanting in German.

17. The sound of *g*.

To produce this sound, elevate the back part of the tongue until it touches the soft palate, compress the breath and sing.

18. The sound of *k*.

To produce this sound, elevate the back part of the tongue until it touches the soft palate, compress the breath and then allow it to escape suddenly.

EXERCISE (*Uebung*).

 Let the pupil select all the explosive sounds from the following words and tell how they are produced :

Blind, grudge, turn, trust, deed, mind, cat, dog, frog, feet, dust, risk, that, horse, house, fists.

V. V, f; th, th; z, s; zh, sh are called Continuants.

19. The sound of *v*.

To produce this sound, place the lower lip against the edges of the upper front teeth and sing.

REMARK.—This is the German w (*vay*) nearly.

20. The sound of *f*.

To produce this sound, place the lower lip against the edges of the upper front teeth, and force the breath through the aperture.

REMARK.—This is the German vau (*v*) or eff (*f*).

21. The sound of flat (*sonant*) *th*.

To produce this sound, place the tip of the tongue against the inner surface of the upper front teeth and sing.

REMARK.—This sound is wanting in German.

22. The sound of sharp (*surd*) *th*.

To produce this sound, place the tip of the tongue against the inner surface of the upper front teeth, and then force the breath through the aperture.

REMARK.—This sound is wanting in German.

23. The sound of smooth *z*.

To produce this sound, round the tip of the tongue and bring it near the upper front teeth, then press its sides against the upper side teeth and sing.

REMARK.—Initial *s* represents this sound in German. The German *z* is a double consonant equivalent to *ts* in English; as, *tanz* = *tants*.

24. The sound of sharp *s*.

To produce this sound, round the tip of the tongue and bring it near the upper front teeth, then press its sides against the upper side teeth, and force the breath through the aperture.

25. The sound of impure *z* as in *vision*.

To produce this sound, round the tip of the tongue, bring it near the upper front teeth, draw the tongue inward, raise it in the middle and then sing.

26. The sound of *sh*.

To produce this sound, draw the tongue inward from its position in making *s*, raise it in the middle and then force the breath through the aperture.

REMARK.—This is the German *sch* (*Ess-tsay-hah*).

EXERCISE (*Uebung*).

 Let the pupil select the continuants from the following words and tell how they are produced :

Vain, fan, thus, this, then, thin, zeal, seal, pleasure, shall, measure, flint, fife, such, vision, mission, sure sugar, sumac.

Correlatives.

Eighteen of the consonant sounds are correlative, that is, each *sonant* has a corresponding *surd*.

Sonants : w b d j g v th z zh

Surds : wh p t ch k f th s sh

EXERCISE (*Uebung*).

 Let the pupil select the consonants from the following words and give their correlative sound :

Nation, various, truth, miser, thinkable, furious, natural, sugar, vinegar, zinc, forward, yes, yell, soldier, spaniel, thin.

 As correlative sounds are interchanged in pronunciation, the following rules must be observed :

RULE I.—When a sonant follows a surd or a surd follows a sonant in the same syllable, the following consonant is changed into its corresponding correlative; as, *Thanked* is pronounced *thankt*; *ripped* is pronounced *ript*.

REMARK.—S final has the sound of z, when it follows a sonant or forms a syllable with e; as, *Boxes* (pro. BOXEZ), *brushes* (pro. BRU~~S~~HEZ), *ribs* (pro RIBZ).

RULE II.—S between two vowels or a sonant and a vowel, has the sound of z; as, S in *house* is changed into z in *houses*; *Absolved* is pronounced *abzolved*; *venison* is pronounced *venizon*.

REMARK.—According to the same principle, f is changed to v before es in the plural of *beef*, *calf*, *elf*, *half*, *knife*, *life*, *loaf*, *leaf*, *shelf*, *self*, *sheaf*, *thief*, *wife*, *wolf*, *staff* and *wharf*.

RULE III.—Th (surd) at the end of nouns, excepting *youth* and *truth*, becomes sonant before s in the plural; as, Th surd in *path* becomes th sonant in *paths*.

EXERCISE (*Uebung*).

 Let the teacher apply these rules to words selected from the reading lesson.

Miscellaneous Exercises.

EXERCISE (*Uebung*) I.

 Let the pupil give the sound of w, wh, y, h, l, and r in the following words and tell how they are produced :

Word, yard, poniard, filial, we, yet, farewell, roar, yarn, wit, pinion, hallelujah, low, high, hear, whole, hour, why, serious, pirate, fun, florid, wheat, what, who, whose, whom.

EXERCISE (*Uebung*) II.

 Let the pupil give the sounds of m, n, and ng in the following words and tell how they are produced :

Singer, anger, mind, donkey, anchor, thank, finger, lynx, psalm, plumb, mother, congress, language, wind, handkerchief.

EXERCISE (*Uebung*) III.

 Let the pupil give the sounds of b, p, v, f, d, t, and th in the following words and tell how they are produced :

Vain, deal, lief, plate, bake, think, this, thin, take, dear, plant, free, thus, van, book, muff, vine, fruit.

EXERCISE (*Uebung*) IV.

 Let the pupil give the sounds of j, ch, g, k, s, z, zh, and sh in the following words and tell how they are produced :

Judge, church, brush, mask, liquor, music, azure, vision, fissure, buzz, George, pique, box, queer, knocks, muzzle, mission, notion, knit, knife, gag, child, chorus, chaise, chore, Noachian, sugar, sure, gorgeous.

EXERCISE (*Uebung*) V.

 Let the teacher select five words daily and require her pupils to produce distinctly all the sounds which they contain.

Test Exercises in Review.

 Let the pupil tell the following things about each sentence in this exercise :

- I. Subject and predicate.
- II. Kind of sentence.
- III. Rules for Punctuation.
- IV. Rules for Capitals.
- V. Which words are Nouns.
- VI. Which words are Verbs.
- VII. Which words are Adjectives.
- VIII. Syllables, and kinds according to syllables.
- IX. Forms and kinds of letters.
- X. Names and kinds of sounds.

Sentences (*Sätze*).

1. Washington was the first President of the U. S.
2. Niagara Falls is a mighty cataract.
3. Shall we gather strength by irresolution ?
4. How vast is the power of the human mind !
5. I heard him tell the boy to stop talking.
6. The patriarch saw the Bow of Promise rise above the world.
7. King Francis was a hearty king and loved a royal sport.
8. Be thy last days serene and peaceful.
9. *To arms! To ARMS! TO ARMS!* they cry.
10. STAND ! the ground 's your *own*, my braves !
11. If Wisdom's ways you 'd wisely seek,
Five things observe with care ;
Of whom you speak, to whom you speak,
And *how*, and *when*, and *where*.

A
FIRST CIRCLE
IN
ENGLISH GRAMMAR,
FOR
BEGINNERS.

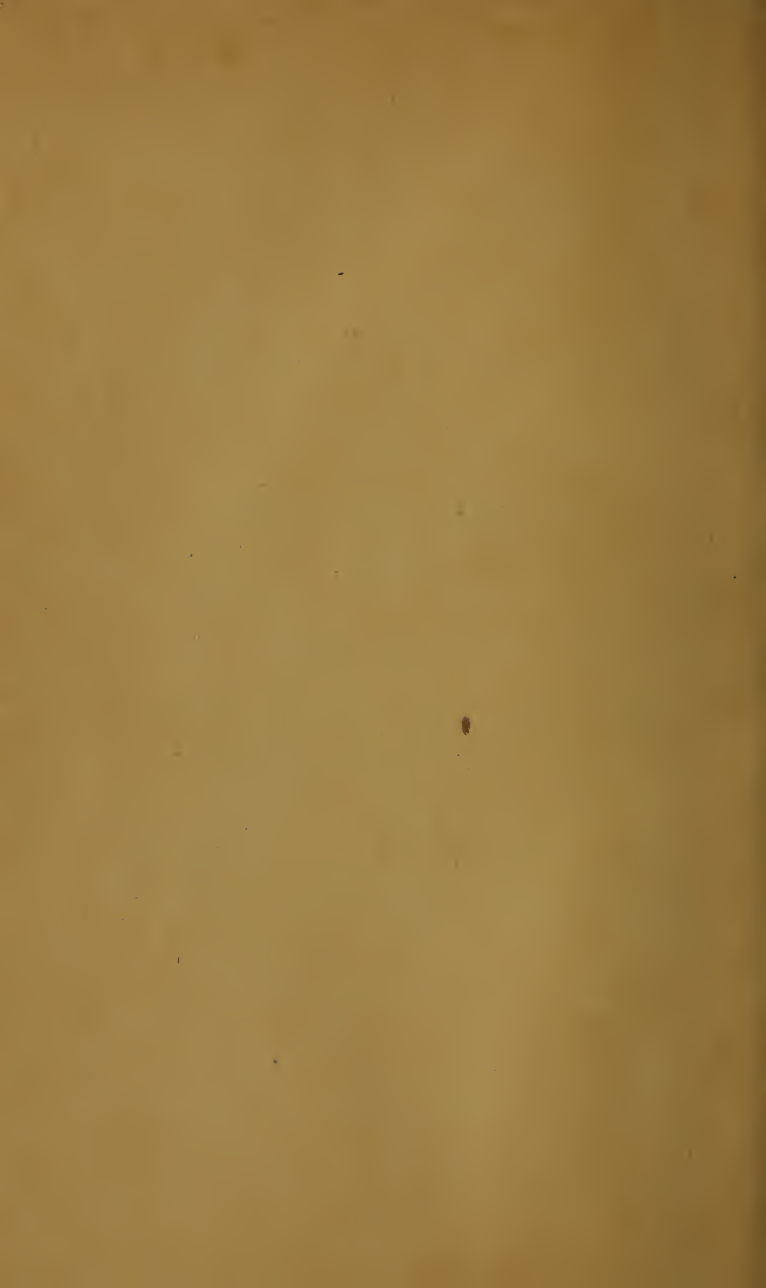
BY
T. R. VICKROY.

Activity is a law of childhood; therefore accustom the child to do.

—PESTALOZZI

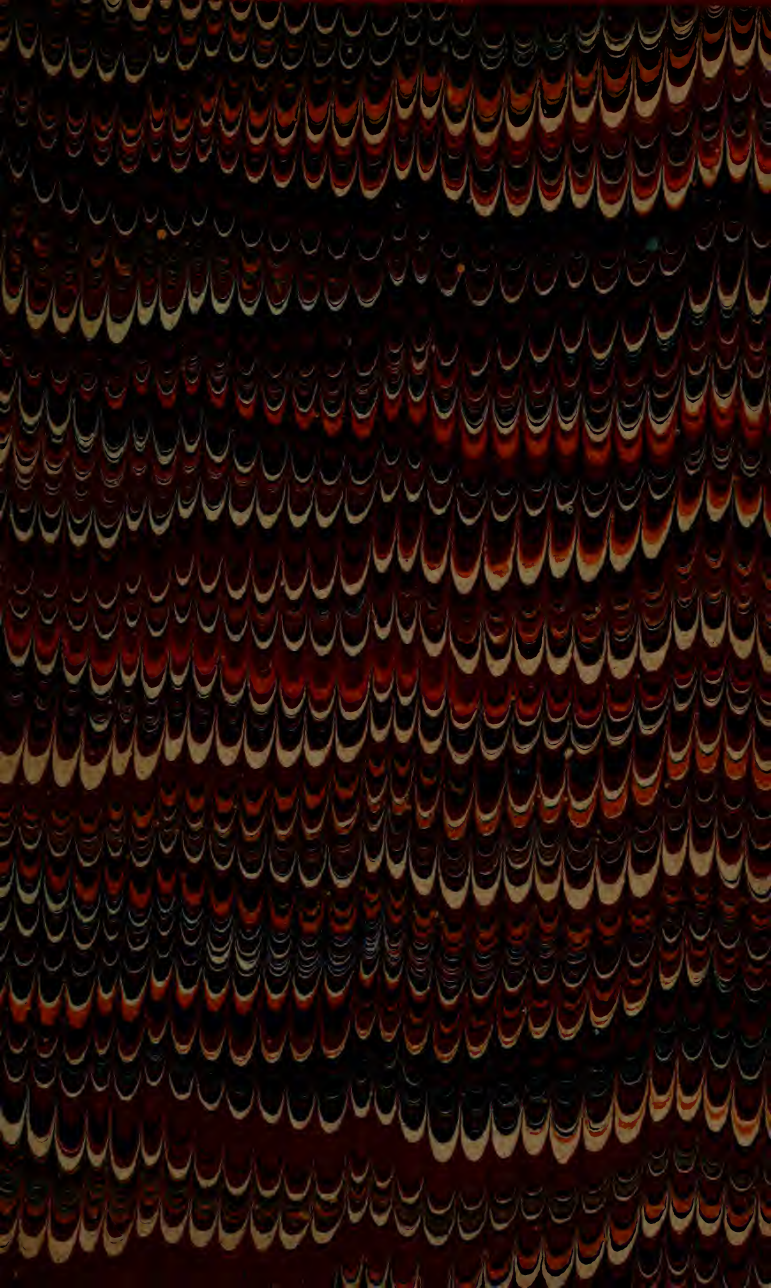
Practice always precedes theory. We do the thing before we understand why we do it.—AGASSIZ.

SAINT LOUIS:
PUBLISHED BY THE POLYTECHNIC PUBLISHING COMPANY.
1875.

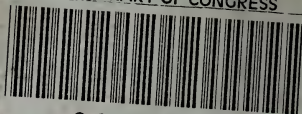








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